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ABSTRACT

The Educational Media Technician program at Burlington County College was operated from July 1, 1972 to December 31, 1974 by the Division of Learning Resources under a grant from the Department of Health, Education, and Welfare, Bureau of Libraries. The purpose of the program was to train inmates from nearby Bordentown and Yardville reformatories as library and audiovisual technicians in order to provide them with a viable alternative to the way of life which put them in jail in the past, and improve the 80 percent recidivism rate. Conclusions are that 1) it is advantageous to combine library and audiovisual technology in sub-professional training programs, 2) it is futile to involve corrections-related participants in terminal paraprofessional library/audiovisual training although training them as professionals offers promise, 3) a college based rehabilitation program for corrections-related participants has a reasonable chance of success if it has an open choice of curriculum, adequate financial assistance, and a strong counseling component, preferably by an ex-offender. The bulk of the document consists of an evaluation report by an outside evaluator. A Proposal for the Sale of New Jersey Inmate Works of Art is appended. (KKC)

ED104364

Narrative Evaluation Report
on the Institute for: EDUCATIONAL MEDIA TECHNOLOGY

At: BURLINGTON COUNTY COLLEGE

PEMBERTON, NEW JERSEY 08068

Dates: From July 1, 1972 to December 31, 1974

Submitted by: FLEMING A. THOMAS

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The Educational Media Technician program at Burlington County was operated from July 1, 1972 to December 31, 1974 by the Division of Learning Resources under a grant from the Department of Health, Education and Welfare, Bureau of Libraries. The purpose of the program was to train library and audiovisual technicians, and more particularly to involve inmates from Bordentown and Yardville reformatories which are located near Burlington County College.

It became clear that it was impractical to conduct the program within the corrections institutions because of the need for lab facilities. At the same time, release of inmates to come to the main college campus was limited by the New Jersey work release law which requires that an inmate have 6 months or less time to serve in order to leave the corrections institution. Parolees and ex-offenders were added to the target group as well as minority group members and veterans, who were already part of the target group, once it became apparent that the program would have to be given exclusively on campus. Furthermore, because the program was entirely new at the college, the Division of Learning Resources had to find space and capital funds for equipment over and above grant funds for photography and audiovisual laboratories.

It should also be stressed that the target group emphasis remained corrections-related--inmates, parolees, or ex-offenders--and that of the 14 stipends provided by the grant it was attempted to award 10 of them to corrections-related participants. The majority of corrections-related

participants were recruited from the satellite unit of Bordentown reformatory located at the New Lisbon State Colony (for the retarded) and from the Trenton Parole Office which supervises Burlington County parolees. Yardville Reformatory and the Camden parole office provided 3 of the initial participants but none of the later recruits. Minority participants were sought through minority group organizations, and veterans through nearby Ft. Dix and McGuire Air Force Base. Advertisements for the Educational Media Technology program were also placed in local papers which mentioned special aid for minorities and veterans.

The basic recruitment technique used was an in-depth personal interview. In the case of corrections-related participants--particularly inmates--the $200 per month stipend was not mentioned during the initial recruitment cycle to avoid making the program overly attractive. This technique became useless later because all inmates interviewed to fill vacancies were completely aware of the terms of the program.

The program was also open to regular students at the college. The classes were listed in the college catalog and were scheduled normally so that any student could sign up for them. However, the majority of regular students who entered the program were individuals already employed as library or audiovisual aides in the public schools and these people chose evening classes while the stipended

participants attended day classes. The part-time evening students numbered about 30 during the first year of the program and around 20 additional the second year. In addition to the 14 stipended students attending during the day, 5 to 10 regular students usually signed up for the day sections of courses. No attempt was made to segregate the corrections-related participants or treat them differently in any way. No problems between regular and stipended students occurred at any time. The EMT students, then, fell into two quite distinct categories. The regular students tended to women in their 30s or 40s with children in school who had previously worked in school libraries as volunteers or paid aides. The other group were mostly young men in their 20s who had recently gotten out of jail or were about to, and who had little previous experience with the library/media field.

Two curricula were presented to these diverse groups. The first, Educational Media Technology, is a two year, 64 credit hour program leading to an associate of applied science degree. The second, library technology, is a 40 credit program leading to a diploma. This second was included mainly to attract persons already employed in libraries who would not wish to become as involved in audiovisual work as the full 2-year program demanded. The two programs, however, are essentially similar except that the full EMT program has three audiovisual production courses and an equipment repair course.

For the stipended participants the most difficult part of both curricula were the two required library courses. These courses were academically demanding and were perceived by most participants--particularly corrections-related participants--as hopelessly irrelevant to their interests. On the other hand, the audiovisual courses were popular with this group and they tended to do well. While it is fair to conclude that this group would have done better in a strictly audiovisual program, it would be misleading to propose this as a viable alternative. The vast majority of stipended participants were simply not ready to commit themselves to a particular curriculum and would have benefitted most from a completely open choice of curriculum.

The curricula have been quite successful with the regular students. The most important point to be made here is that in a sub-professional training program such as ours, the combination of audiovisual with library science has been the key to the program continuing beyond the grant period, while library technician programs elsewhere in the state have closed for lack of students and jobs. The combination of library and audiovisual technology is initially attractive to more students. After graduation and usually during the program students find jobs because they can offer training in both areas. Likewise for the students who have jobs the training allows them to broaden the base of their activities particularly in the audiovisual area. The experience at Burlington County College is strongly indicative of the advantages of combining library and audiovisual technology

in sub-professional training programs.

While there is definite evidence of success with our regular students, the current bad economic conditions, coupled with the crisis in the State of New Jersey in the method of financing public education, makes the fate of the program and our students' employment chances uncertain.* Before these double financial problems occurred it appeared that our students would slowly gain status and salaries falling between the professional and clerical levels instead of remaining at sub-clerical aide level salaries. Three students have achieved para-professional status and pay and others are on the verge of doing so. However, in most cases the training they have received at the college has enabled them to increase their status in the eyes of administrators, professional audiovisual and library personnel, teachers, and their own fellow staff members. Again audiovisual skills have played a key role here, not because they are more important than library skills, but rather because they are often more visable and more impressive to the average person. A well typed catalog card or correctly-searched title simply lack the public relations value of a well done overhead transparency or an efficiently repaired record player. In general, the newer the technology the more impressive it is, quite

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*For those unfamiliar with this situation, the New Jersey State Supreme Court declared the current method of financing public education through local property taxes unconstitutional and directed the legislature and executive branches to devise a new taxation system which would guarantee equal educational opportunity to all N.J. residents. The legislative and executive branches have been unable to come up with a new tax plan thus precipitating the crisis.

independent of its intrinsic worth. While it is this writer's ill-concealed belief that there is a lesson in all this for librarians and those who train them at all levels, it is particularly important in sub-professional training programs to combine the two fields in order to maintain programs in operation as well as get graduates more and better jobs.

The staff had 3 full time employees: the Coordinator, Mr. Lorenz Gude, the Media Technician, Mr. Mark Del Costello, and the the second year of the program only, a special counselor, Mr. James Meyers. The program coordinator reported to Mr. Fleming Thomas, who functioned as director without pay as part of his regular responsibilities as Chairman of the Division of Learning Resources. In practice the director delegated the duties of director to the Coordinator, retaining the final responsibility as well as handling budget matters. The day to day functioning of the program--recruitment, scheduling of classes, and supervision of teachers and other employees -- was handled by the program coordinator.

Mr. Del Costello's major responsibility has been to maintain and supervise the photography and audiovisual laboratories. His efforts have not been focused on the rehabilitative aspects of the program because we have 70-80 new photography students each term as opposed to 50-60 active EMT/LTA in all program courses. He has through his own efforts become an excellent photographer and has significantly contributed to the success of the photography course by growing from a technician to a teaching assistant. In addition he is now teaching a new course on the history of cinema for the college.

The counseling position, which was added during the second year of the program to relieve the coordinator of the heavy load of counseling, was filled by Mr. Meyers who is an ex-offender. As anticipated, the addition of Mr. Meyers freed the coordinator to concentrate on teaching and administrative duties. However, Mr. Meyers also brought with him a great deal of know-how and contacts in dealing with state and local rehabilitation and welfare organizations. Mr. Meyers was able to help participants apply for additional financial assistance from state sources and had the time to help participants find housing and transportation, and with other personal problems. During the first year the coordinator had to handle these problems on a catch as catch can basis.

The coordinator also delegated the task of recruitment interviews to Mr. Meyers. While the participants recruited by Mr. Meyers were no more successful as a group than those picked by Mr. Gude, a new recruitment philosophy was worked out during the second year. The experience of the first year indicated that if a participant did poorly in one term his performance did not improve the next term. Mr. Meyers, because of his long experience with inmates and parolees, confirmed this experience and the program policy changed to stop allowing participants second and third chances to improve academic performance. In this way we became less concerned with being able to predict the performance of recruits and more concerned with helping those who showed success to continue. In short, after the first year we could clearly recognize the limits of our ability to predict

performance, and began letting participants both in and out of the program more quickly in order to let the participants select themselves.

We also recognized during the second year that there were few participants interested specifically in the particular curriculum involved, and that most participants were benefitting mostly from exposure to the college's academic and social environment. It also became apparent that the EMT program along with other corrections programs had created a positive community of ex-offenders within the college community. A proposal to combine and integrate corrections related programs (see appendix) at the college was a result of this new community spirit and the hope it generated. Mr. Meyers and Mr. Terry Wright, Coordinator of the College's Right to Read Program at Bordentown reformatory, along with Mr. Gude, were responsible for the proposal. Unfortunately the deteriorating economic situation made it extremely difficult to fund such a sweeping proposal, particularly on short notice. However, the proposal itself remains a key result of the EMT program in terms of the ideas it produced which may have value to others.

The remaining staff, although they worked part time for the EMT program, were full time Division of Learning Resources faculty. Mrs. Judith Olsen, Bibliographer and Catalog Librarian for Nonprint Media, was responsible for the development of the Library courses (EMT 105 - Introduction to Library Services and EMT 205 - Media Center Technical Processes). In addition, she helped the director and

coordinator extensively in designing the curriculum. Mr. Joseph Rogowski, Audiovisual Specialist for Presentation Services, was responsible for EMT 201 - Television and Audio Production. In addition to being director, Mr. Thomas developed and taught EMT 220 - Problems of Media Center Organization. Mr. Gude was responsible for EMT 101 - Basic Instructional Media and EMT 102 - Instructional Materials Production, as well as supervising the two Internships, EMT 224 and EMT 225. Basic Photography (PHO 101) had been developed by Mr. Gude prior to the EMT program as a classroom course, but Mr. Jerry Holt, Coordinator of Media Services and Mr. David O'Neill, staff photographer, both taught this popular course and contributed significantly to its development as a laboratory course during the grant period. The photo lab opened during the winter 1973 term, the second term of the EMT program, with film developing and enlarging facilities. A graphic arts and audiovisual lab was also opened during the period to serve the Basic Instructional Media and Instructional Materials production courses. Regular Division of Learning Resources budget funds were used to continue these facilities and the investment which went mostly to the photo lab has paid off in terms of consistently increasing photography enrollment. It should also be pointed out that the EMT program as a whole has benefitted tremendously from the high enrollments in photography.

Our primary objective regarding all participants in the EMT and LTA programs is to train and place students in jobs in the library and media fields. The educational

objectives for the corrections-related institute participants are, however, somewhat different because of the special nature of their backgrounds. Experience in working with inmates and parolees during the first year of the program has shown that it would be unrealistic to expect them all to follow the two year program into an ordinary paraprofessional position. There are several key reasons for this: first these men are older than most college freshmen (average age about 25) and often have families to support. They have often earned substantially more money, legally as well as illegally, than they can expect to receive as a library or media paraprofessional. Second, they have, with a couple of exceptions, no previous positive school experience and consequently come into college with little idea of how college can benefit them or what curriculum really interests them the most. Third, they have not chosen the EMT/LTA curriculum, but have rather been chosen for it because they happened to be among the small number of men legally eligible for the program at the Bordentown and Yardville Reformatories while we were recruiting.

These factors have led us to accept as a minimal objective for corrections-related institute participants that as a consequence of their involvement with the program they will find some viable alternative to the way of life that has put them in jail in the past. Achieving this minimal objective represents a direct attack on the 80% recidivism rate in the corrections system nationally and in the State of New Jersey. It costs approximately $15,000 to arrest, convict and incarcerate a man for one year in

the State of New Jersey. This figure does not include welfare costs for his family, or the cost of his crimes, both detected and undetected. On the other hand, the total two year costs for a man in our program is approximately $12,000. (Total 2 year budget $172,000 divided by 14 stipendees). For this reason we feel our minimal objective is justifiable from a cost-effectiveness point of view, particularly because if our program is instrumental in breaking the 80% recidivism cycle for an individual he will spend the rest of his working life paying taxes as opposed to being a tax liability.

Given the limitations of the curriculum and the unattractiveness of a low paying job at the end of the program, the minimal objective seems both reasonable and realistic. Only 10% of the corrections-related participants have returned to jail so we might say that the program has done better than the 80% recidivism rate. However, because the EMT program participants were a select group to begin with it is hard to make a meaningful comparison here. Nonetheless, the program did provide a real alternative to all participants who were released from jail during the program. Many participants failed academically after release, but succeeded in staying out of trouble. While it is impossible to say how many would have done this anyway it appears to all involved parties that the EMT program, and the community of ex-offenders it produced at BCC helped participants in several ways. It provided participants with an alternative to going back to their home neighborhoods where their troubles began, plus substantial, if not suffi-

cient, financial support. It also gave them something to do immediately on release, among other ex-offenders and parolees who were engaged in a largely positive and hopeful enterprise.* This community of ex-offenders created by the EMT and other college programs involving ex-offenders and parolees also gave support to individuals as they were released from jail. Mr. Meyers, along with Mr. Wright, provided a nucleus around which gathered the group of ex-offenders who could survive in the college environment. Mr. Meyers was able to help many recently released men establish themselves in the area and get started in college or in jobs. He also helped individuals with referrals to drug programs and to resolve problems with parole and probation offices. A full list of the agencies dealt with by Mr. Meyers appears in the appendix.

CONCLUSIONS

There are several firm conclusions that can be drawn from the experiences of the past two years. First it seems futile to involve corrections-related participants in terminal paraprofessional library/audiovisual training. The pay is low, there is little or no opportunity for advancement, and there is limited opportunity to positively use prison and criminal experience as a library paraprofessional. Working as paraprofessionals in social work, drug programs, parole counseling has none of these disadvantages. Training long term inmates and ex-offenders who have served substantial sentences as <u>professionals</u> would offer a more

*See Appendix - Betts, Proposal for sale of inmate works of art

promising use of training funds. Trained professionals of this type would bring new ideas into the library profession and a valuable new point of view into institutional libraries. It is worth noting also that the greater popularity of audiovisual with our corrections-related participants as compared to library course work suggests that corrections institution libraries and librarians would reach a greater percentage of their populations if greater emphasis is placed on audiovisual.

A second conclusion that can be drawn from the EMT program is that a college based rehabilitation program for corrections-related participants has a reasonable chance for success if it has open choice of curriculum, adequate financial assistance and a strong counseling component, preferably by an ex-offender.

Finally, the combination of audiovisual and library courses appears to be more advantageous for technician training programs than either curriculum would be alone. Not only are more students attracted to the program, but also they are eligible for more jobs and have a better opportunity to assume greater responsibility on the job. Ultimately this will mean better pay for the technicians, better service to the patrons and a better job done by the professionals involved. Because many library technician programs are marginal it is strongly recommended that this combined approach be considered.

NAME	HOME ADDRESS	PRE-INSTITUTE EMPLOYMENT ADDRESS	POST-INSTITUTE EMPLOYMENT ADDRESS	NUMBER OF DEPENDENTS
Allen, Edward	Unknown-returned to Virginia	None	Unknown	One
Anderson, Louise	607 Ogden Drive Mt. Holly, N. J. 08060	None	Unknown	None
Armstrong, John	P. O. Box 1 Yardville, N. J. 08620	None	Unknown	None
Berry, Robert	1316 Bay Plaza Belmar, N. J. 07719	None	None	One
Betts, Donald A.	RD 1 Box 1528-B Browns Mills, N. J. 08015	None	Self-employed Used furnishings	None
Brown, Wallace	101 Amsterdam Dr. Mt. Holly, N. J. 08060	None	Glassboro State Coll. Glassboro, N. J. 08028	One
Caldwell, James	P. O. Box [illegible] Yardville, N. J. 08620	None	None (Incarcerated)	None
Cauthorne, John	547 S. 6th St. Camden, N. J.	None	Unknown	None
Day, Marius	16F Easthampton Apts. Mt. Holly, N. J. 08060	None	Unknown	None
Estok, Frank	712 Centre St. Trenton, N. J. 08611	None	Unknown	One

NAME	HOME ADDRESS	PRE-INSTITUTE EMPLOYMENT ADDRESS	POST-INSTITUTE EMPLOYMENT ADDRESS	NUMBER OF DEPENDENTS
Fineberg, Kenneth	RD 1 Sumners, Arkansas 72769	None	Self-employed (agricultural work)	Two
Franklin, Edgar	40 Thomkins St. West Orange, N. J.	None	Unknown	None
Ganney, Freddie Mac	215 Canary Lane Mt. Holly, N. J. 08060	None	Unknown	None
Kovacs, Robert	228 Kip Ave. Elmwood Park, N. J.	None	Unknown (motorcycle repair)	None
MacIntyre, James	Stelton Road Edison, N. J.	None	Student Livingston College, New Brunswick, N. J.	None
Mangine, Joseph	Unknown (believed in Trenton, N. J.)	None	Unknown (employed as mason)	Two
Marshall, Raymond	9075 Kennedy Courts Ft. Dix, N. J. 08640	None	Unknown	None
McCoy, James	8 Hilltop Bordentown, N. J.	None	Unknown	None
Morris, Clarence	1630 E. State St. Trenton, N. J.	None	Unknown	One
Power, James P.	604 Cramer Avenue Beverly, N. J. 08010	None	Unknown (various truck driving jobs)	Two

NAME	HOME ADDRESS	PRE-INSTITUTE EMPLOYMENT ADDRESS	POST-INSTITUTE EMPLOYMENT ADDRESS	NUMBER OF DEPENDENTS
Rice, Jacob	134 Baldwin St. New Brunswick, N. J.	None	Unknown	None
Robertson, Wm.	Hawkins Rd. Vincentown, N. J. 08088	None	Unknown	None
Ruggiano, Victor	No known address	None	Unknown	Two
Sessions, Samuel	352 N. Martin Ave. Mt. Holly, N. J. 08060	West Appliance Repair 60 Peacock Lane Willingboro, N. J.	Burlington Co. Coll. Presentation Services Part-time Audiovisual Technician	
Sessoms, James	113 Anelve Ave. Neptune, N. J.	None	Unknown	Two
Tagliaferri, Vincent J.	Apt. 4K Park Apts. Park Avenue Bordentown, N. J. 08505	None	None	One
Thomas, Steven	837 Edgewood Trenton, N. J. 08104	None	Unknown	None
Williams, Mary L.	547 S. 6th St. Camden, N. J. 08103	None	Unknown	Three
Williams, William Ken	Rt. #130 c/o David Schiedeler Robbinsville, N. J.			
Wilson, Evelyn	10 West Pearl St. Burlington, N. J. 08016	None	Unknown	Unknown

NAME	HOME ADDRESS	PRE-INSTITUTE EMPLOYMENT ADDRESS	POST-INSTITUTE EMPLOYMENT ADDRESS	NUMBER OF DEPENDENTS
Wright, Clevell	Address unknown	None	Unknown Sheet rock finishing Plainfield, N. J. area	Two

	AGE	SEX	QUALIFYING CHARACTERISTICS	MARITAL STATUS	HIGH SCHOOL GRADUATE	FINAL GPA	TOTAL CREDITS COMPLETED AS OF FALL 1974	TERMS IN PROGRAM
Allen, Edward	29	M	P	S	Yes	2.75	12	1
Anderson, Louise	40	F	M	M	Yes	2.17	43	6
Armstrong, John	29	M	I	S	Yes	0	0	1/2
Berry, Robert	40	M	X	M	Yes	3.29	65	8
Betts, Donald	28	M	I/P	S	No	2.71	37	7
Brown, Wallace	24	M	I/P/M	M	Yes	2.81	69	9
Caldwell, James	30	M	I/P/M	S	Yes	2.33	21	2
Cauthorne, John	29	M	X/M	S	Yes	1.40	15	3
Day, Marius	24	M	M	S	Yes	0	0	1/2
Estok, Frank	27	M	P	S	Yes	1.62	29	6
Fineberg, Kenneth	32	M	X	M	Yes	1.00	18	3
Franklin, Edgar	25	M	I/P/M	S	Yes	2.25	36	3
Ganney, Freddie Mac	26	M	M	S	Yes	0	0	1/2
Kovacs, Robert	24	M	I/P	S	Yes	1.80	15	2
MacIntyre, James	27	M	X	S	Yes	3.27	66	3
Mangine, Joseph	27	M	X	M	Yes	3.00	51	3

QUALIFYING CHARACTERISTICS: I=Inmate P=Parolee M=Minority V=Veteran X=Ex-offender

	AGE	SEX	QUALIFYING CHARACTERISTICS	MARITAL STATUS	HIGH SCHOOL GRADUATE	FINAL GPA	TOTAL CREDITS COMPLETED AS OF FALL 1974	TERMS IN PROGRAM
Marshall, Raymond	23	M	M/V	S	Yes	0	0	2
McCoy, James	21	M	P	S	Yes	1.55	33	6
Morris, Clarence	25	M	P/M	M	Yes	0	0	1
Power, James	26	M	I/P	M	Yes	1.83	18	3
Rice, Jacob	23	M	I/M	S	Yes	.05	12	1
Robertson, William	24	M	M	S	Yes	0	0	1/2
Ruggiano, Victor	27	M	I/P	M	Yes	1.85	34	4
Sessions, Samuel	44	M	M/V	S	Yes	2.55	51	4
Sessoms, James	27	M	I	M	Yes	0	0	1
Tagliaferri, Vincent	25	M	P	M	Yes	2.91	22	1
Thomas, Steven	25	M	P/M	S	Yes	.083	18	2
Williams, Mary	27	F	M	S	Yes	1.33	28	6
Williams, William Ken	26	M	I	M	Yes	3.03	29	3
Wilson, Evelyn	24	F	M	S	Yes	--	--	0*
Wright, Clevell	25	M	I/P/M	M	Yes	1.67	18	3

*Withdrew shortly after being accepted

APPENDIX

1. Outside Evaluator's Report - Roget Lockard

2. A Preliminary Porposal for Correctional Rehabilitation Program Through Higher Education - L. Gude, J. Meyers, T. Wright

3. List of Contacts and Activities - James Meyers

4. A Proposal for the Sale of New Jersey Inmate Works of Art - Donald A. Betts

5. Educational Media Technician and Library Technical Assistant Curricula

OUTSIDE EVALUATION

of the

EDUCATIONAL MEDIA TECHNICIAN PROGRAM

at

BURLINGTON COUNTY COLLEGE

Pemberton, New Jersey

a federally-funded Institute for Training in Librarianship under Title II, Part B, Higher Education Act of 1965, Public Law 89-329, as amended.

prepared by: Roget Lockard

Narrative Evaluation of the Educational Media Technician Program at Burlington County College, Pemberton, New Jersey

INTRODUCTION

The primary focus of this report will be toward the "minimal objective" of the Educational Media Technician (EMT) program as described on page 4 of the first-year report submitted by the director. This objective, relating to the corrections-related participants, was stated as follows: "... that as a consequence of their involvement with the program they will find some viable alternative to the way of life that has put them in jail in the past. Achieving this minimal objective represents a direct attack on the 80% recidivism rate in the corrections system nationally and in the State of New Jersey." It is apparent that a major share of the energies of the program (or that part of the program which was federally funded) was, appropriately, directed toward this "minimal" objective.

Further, most of the minority and veteran participants were corrections-related as well, and it was primarily this aspect of their background which influenced their experience in the program.

It should be stated, however, that, for those few federally-funded participants who were not corrections-related, the instructional and other phases of the program

were quite satisfactory, and the goals stated originally for these participants, to "train and place students in jobs in the library and media fields," were largely met.

Information for this report was collected through four days of on-site visits, including talks with staff members, faculty and participants; a study of all previous reports, proposals and evaluations; and a review of program files on recruitment, individual participants, and other pertinent areas.

This reporter has worked in minority, bilinqual and disadvantaged educational program development and direction with Fairliegh Dickinson University, Trenton State College, Livingston College and the New Jersey Educational Consortium.

Finally, by way of introduction; it is not the intent of this evaluation to arrive at a "cost-effective" determination regarding the program, a statistical summary, or to evaluate individual staff, faculty, or participant performance. Rather, it is intended to bring forth both strengths and weaknesses in program conception, execution and circumstance, in the hope that future programs might benefit therefrom.

PROGRAM ELEMENTS

Educational Environment

Probably the single most significant change for

the correctional participants was the introduction to a relatively non-threatening learning environment, as compared with their earlier experiences with educational institutions. To some extent, of course, this experience paralleled the common transition from secondary to higher education, in that restrictions on personal liberty and behavior are significantly reduced in the college environment. For the correctional participants, however, the Burlington County College environment was an even more radical depature from the experiences they had associated with educational institutions before. They had all attended schools in disadvantaged areas, and this heightened the contrast. BCC afforded the following differences: non-deteriorated facilities and a wealth of modern hard and soft-ware resources in good repair; substantially increased freedom for students to budget their own time; daily contact with predominantly white, middle-class students who were, by all reports, neither hostile nor condescending; a faculty which took special care to be available to meet the needs of the EMT trainees; a professional and highly-motivated staff providing both personal and practical support; and a school administration which, after seeing the program funded and staffed, treated the correctional participants as simply individual students subject to no special restrictions.

All of the above represented a substantive change

in circumstances for the correctional participants as compared with not only their more recent prison experience, but their earlier experiences with educational institutions. Such circumstantial changes tended to suggest and encourage changes in attitude and conception regarding education and institutions in general.

Specifically, the BCC environment was such that the pressures to resume their "street-role" were largely absent, and to some degree replaced with encouragements to adopt other roles less likely to lead to a return to a correctional institution. These encouragements consisted of the points outlined above, representing differences between the correctional participants' previous educational environments and that at BCC, and were perhaps most vividly experienced in the social sphere - the attitudes of other students, staff, faculty, and administrators as perceived by the correctional participants.

Basically, these attitudes could be summed up as an altered set of expectations - there were no significant coercive actions taken to compel the correctional participants to abandon their street-role, but the street behavior was clearly inappropriate to the changed set of circumstances which the BCC environment offered, and the expectations of the people around them.

The programatic weakness involving the very limited curriculum available to the EMT participants

(discussed below) brought the "peripheral" circumstantial features into relief, since by all accounts it was this aspect of the experience more than any other which encouraged many of the correctional participants to abandon their old roles. (It should be noted that correctional participants were selected in part because they showed signs of desiring to change these roles. However, such desires, in the larger social context, are only occasionally adequate to overcome the substantial social, economic and educational handicaps which together constitute the impetus toward recidivism.)

While it might thus be inferred that any change of circumstance which makes it unnecessary for a correctional inmate to return to his pre-incarceration environment is an improvement, in fact, unless this new environment offers both support and purpose, the anxieties of the new and unfamiliar circumstance are likely to impel the individual back to a more familiar, if hazardous, setting.

The BCC community, and particularly the staff, were able to offer a great deal in the area of support. In fact, once the program added an ex-offender staff person, the principle failures, or partial failures, of support were finance-related (jobs, housing, etc.). These latter were significant failures, as far as the experience of the correctional participants was concerned, and are

discussed elsewhere in this report. However, the human resources available to the program were able to develop considerable support.

Administration

As noted above, the BCC administration, after seeing the program funded and staffed, adopted a "hands-off" policy, treating EMT participants with no special distinction or surveilance. This seemingly minimal involvement on the part of the administration is noteworthy, and suggests an attitude of confidence in itself, the EMT staff, and the correctional participants.

Such genuinely "benign neglect" is uncommon, even among schools more noted for liberal or radical policies. It is assumed that the relatively high level of concern and involvement with correctional programs which has characterized BCC almost from its beginning account, in large part, for the present success in integrating individuals from correctional institutions into the school life.

The above comments should not be interpreted to suggest that the BCC administration was indifferent or unresponsive to the developments and needs of the program. Put simply, the administration did not needlessly meddle with the program staff, operations or participants.

Students

The regular BCC student body was either indifferent

to the EMT correctional participants, or sympathetic. It is worth noting that genuine indifference, as opposed to an aloofness born of hostility, is often welcome in situations like this. The correctional participants generally did not desire to be treated as being different, except in those few cases where they opted for a return, or partial return, to their street-roles. In these latter cases a certain transient distinction was sought, often to promote a romantic image for the opposite sex. For these displays there was enough sympathy among the students to provide an audience for the short period during which the participant was flunking out of the program.

However, the fact that correctional participants were not a novelty on the BCC campus, and the deliberate low-profile maintained for the program on campus, facilitated an easy and comfortable assimilation of correctional participants into the student body, wherever that was the desire of the correctional participant himself.

Staff

Probably the greatest strength of the program was its staff, and its ability to remain flexible in relation to individual needs while maintaining focus on the program objectives.

While the Director was not a paid member of the

staff, his role was crucial to the program in a manner similar to the role of the BCC administration in general, except much more directly. Again, of critical importance was the ability to not meddle; to give the paid staff and the participants "room" to evolve workable procedures and relationships, while remaining knowledgeable about developments, and being available when needs arose which could not be met without his intercession. Such needs typically involved contact or negotiations with the BCC administration, prison officials, groups in the community, the funding agency, etc. Routinely, however, these matters were handled directly by the Coordinator, who reported significant developments to the Director and called on him when needed.

The Coordinator was required to operate effectively and in depth within all areas of the program, bridging the cultural differences and reconciling the varying needs of the different groups and individuals making up or impacting the program on a day-to-day basis. To be most effective required that the Coordinator maintain his professional standards and perspectives as an educator and in his field, while being sensitive and responsive to the individual needs of the participants on

all levels.* This was true throughout the program, but particularly during the period before the Counselor was hired.

Such ad-hoc, varied and often intensive demands on the Coordinator's time and energies were, of course, in addition to his more regular duties. These included teaching full-time, as well as the major share of dealings with prison officials, probation officers, school districts (for placement positions), and other administrative tasks.

It is not the purpose of this report to eulogize the Coordinator in this program, although by every indication the many requirements of the job were handled with dedication, imagination and sensitivity. However, others contemplating similar projects would do well to note the range of talents and energies appropriate to the situation. While these are not necessarily, or even advisedly, to be sought in one person, there is a tendency for this to be the case where budget limitations exist, as is frequently the situation. Thus the functions of the Coordinator should not become the responsibility

*A description of the requirements of this role is given on page 9 of the Narrative Evaluation Report submitted by the Director covering 7/1/72 through 8/31/73; several examples of the role are described in the report of 12/5/72 in pages 7 through 9.

of someone committed to a highly predictable schedule and narrowly defined obligations.

The addition of an ex-offender Counselor obviously strengthened the program, and relieved the Coordinator of some of the more extraordinary pressures on him, as anticipated. It may be helpful to note that, in seeking candidates for the Counselor position, two were identified as being equally qualified; one black and one white. The decision was made to hire the black candidate, since a majority of the correctional participants were black, and all other program staff were white. There was an obvious place for a qualified black who could serve as a role model for many of the participants. However, the black candidate accepted another job and removed himself from consideration. While it would have been desirable to have a black filling the counseling position, there were no signs that racial differences or tension hampered the Counselor in his work, or significantly effected the program overall.

The Counselor's formal responsibilities included: personal counseling, career guidance, tutoring, housing placement, working with parole and rehabilitation agencies, and job placement.

The counseling relationship focused most frequently on practical, short-term needs experienced by program participants. Quite frequently these needs were finance-

related, and required that the Counselor intercede with one bureaucracy or another on behalf of the participant. One particularly poignant incident involved a participant who had listed a wrong address on a form for the Veterans Administration, and for six months thereafter was unable to collect any of his benefits from them, despite repeated approaches by the participant, the Counselor, and, at the Counselor's behest, others. Therefore, of course, even more time was required of the Counselor to improvise other means of obtaining subsistence moneys for the participant. This incident, though somewhat extravagant, was characteristic of problems common to most of the participants to one degree or another.

While it appears that the Counselor was both resourceful and persistent in working to overcome, or ammeliorate, the many practical problems posed by the financial limitations, nonetheless the cumulative effect did seem to add substantially to morale and attitudinal problems. The personal counseling, no matter how skillful and sensitive, could not entirely resolve these feelings in an environment of continuing material uncertainty. Also, while no demonstrated correlation has been sought, it is reasonable to assume that academic performance suffered as a result of these difficulties. The general insecurity about academic work characteristic of the correctional participants, already discussed, was not alleviated when transportation, housing and food were also matters of uncertainty.

Further, it is worth digressing here to recall that the correctional participants were all, within their frameworks, assertive, resourceful and ambitious. These qualities, in part, contributed to the behavior which let to incarceration. Thus they "knew" of other ways to survive; to acquire both prestige and, after a fashion, material security. In this light it required a continuing act of will, often at a sacrifice to their sense of pride, to apply themselves within the academic framework, where they rightly perceived themselves as being handicapped. Cluttering their experience with further confusion and insecurity in the other areas of their lives called for yet additional reserves of patience and humility.

By this it is not suggested that life should have been engineered for correctional participants to be a more sanguine experience than obtains in the "real world." However, in not promising the rose garden, one should still seek prudently to avoid delivering the bramble patch.

Faculty

The instructional faculty were clearly dedicated to the program objectives, and the welfare of the participants. Again, previous BCC involvement in correctional programs was an obvious advantage. Faculty members approached the correctional participants with realistic

expectations, and were neither romantic nor anxious about working with them. As noted earlier, they made a point of being available to meet participants' needs beyond the regular classroom instruction. They were also available for discussions with the program staff as needed, and in some cases initiated such discussions where they saw the need.

On-Campus Jobs

Correctional participants were reported to be particularly encouraged and motivated, prior to release from prison, when they had jobs on the campus. This positive response was out of proportion to the pay received (pay scales being characteristically low, and the number of hours restricted), and probably resulted from the increased sense of involvement with the school. However, this enchantment with on-campus jobs decreased substantially when correctional participants were released, perhaps in part because these jobs were not presented to the correctional participants as optional, thus recalling to them the "obligatory" quality of the prison experience.

Prisons

The senior staff members in the prisons were reportedly concerned at the beginning that the introduction of the EMT program, particularly with its released-time component, might lead to jealousy on the part of non-

participating inmates. However, they reported that this did not prove to be the case, and that in fact the presence of EMT was taken generally as a hopeful phenomena.

Another way in which the EMT impacted the prisons was through those prisoners on released time who used the college as a resource to determine more clearly their rights within prison, and develop coherent requests to present to the administrators.

Generally, it is felt that the EMT program had a substantially positive impact on the prison officials, creating a climate wherein future programs involving released time would be more easily accepted.

PROBLEM AREAS

Finances

Earlier in this report it was stated that, for a correctional participant to successfully adapt to a new environment less likely to encourage recidivism, the new environment should offer both support and purpose. In the proceeding section a network of support was described which was generally adequate, with the significant exception of problems growing from inadequate finances. These latter were discussed in part under the section dealing with the Counselor, since it was in the counseling situation that these problems were most expressed and, to whatever degree possible, dealt with.

In this regard, it is interesting to consider the following quote from page 4 of the Narrative Report quoted earlier:

> "It costs approximately $15,000 to arrest, convict and incarcerate a man for one year in the State of New Jersey. This figure does not include welfare costs for his family, or the cost of his crimes, both detected and undetected. On the other hand, the total two year costs for a man in our program is approximately $12,000."

Had an additional $3,000 per participant been available to resolve those problems based on finances, (constituting an annual expenditure of just 1/2 the one-year costs of arrest, etc.), it is probable that the majority of correctional participants would have been much more secure in the program. It is also reasonable to assume that academic performance would have improved, and the counseling experience would have been oriented more toward growth, and less toward survival.

This comment is not directed as a criticism of the EMT program, for which optimal funding was aggressively sought, but to reemphasize the perspective appropriate to the situation. Simply, and aside from humanitarian concerns -- it is cheaper in the not-so-long run to pay (adequately) for effective anti-recidivism measures,

than to finance law-enforcement, justice administration, and penal services and apparatus.

Half-way House

There is one other area in which support might have been provided, and wasn't, and that is in regard to the establishment of a "half-way house" for the correctional participants. It was proposed that such a facility, near the campus, would help resolve some of the financial pressures on many of the correctional participants, particularly in the areas of housing and transportation, while also providing a positive and supportive milieu.

While there is no guarantee that this proposal, if enacted, would have had the hoped-for results, it is true that such facilities have been helpful in other programs tackling the recidivism problem. However, the trustees of Burlington County College, noting the non-residential nature of the school, declined to support the proposal.

With these possible exceptions, however, the EMT program was successful in providing support adequate to both the anxieties and promise of the "new" environment.

Curriculum

Previous reports and proposals, as well as the earlier outside evaluation, document at length this program weaknesses growing from the very limited curricular

choices available to correctional participants. There is no need to belabor this point here. It is sufficient to say that every person contacted in preparation of this report agreed that there should have been a much broader range of choices available, with many people proposing that correctional participants should have had the same range of choices available to regular students. This conclusion is endorsed here, with the added thought that choice is an essential component of a sense of purpose. The high rate of achievement for the thirty non-federally funded program participants, who chose the program based on inherent interest, serves to illustrate this.

Program Inter-coordination

It was suggested by several staff and faculty members that BCC, with its several corrections-related programs, might benefit from a coordinated structure, thus avoiding replicative expenditures and efforts, and offering the widest range of instructional and support services to all corrections-related students.

A preliminary proposal has been developed toward this end, with substantial contributions from the EMT Coordinator and Counselor. It is idle to speculate on how such coordination may have altered the EMT program, however. In effect, the development of this preliminary proposal, for which funding is presently being sought,

can be viewed as an indirect positive outgrowth of the EMT program.

Student Participation

It was suggested that problems of motivation and involvement (purpose) may have been lessened had the correctional participants felt more directly involved in formulating and operating the program. This laudable concept must be approached with thoughtful caution, and it is not within the province of this report to explicate the range of problems and promises in such a course. Further, it should be noted that both the Coordinator and Counselor methodically discussed program progress and, when they were contemplated, changes, with all of the participants individually. But this is not the same as a more formalized procedure wherein decision-making power is diffused democratically. Again, speculation about what "might have been" had such a sharing of authority existed is highly indeterminate, and without value in this evaluation.

However, others contemplating the establishment of corrections-related educational programs might do well to consider this concept carefully. It is safe to say that any such "democratized" structure and philosophy, if genuine, would increase the sense of involvement on the part of participants, whatever other effects it might have.

RECOMMENDATIONS

The following recommendations are drawn in part from the above text, and in part from staff, faculty and participant responses to the question, "What would you do differently if you had it to do over?" Being the easily-picked fruits of hindsight, they are not offered as indictments of the EMT program as it existed, but as retrospective understandings and, hopefully, aids to others.

- During the initial recruitment, select participants with a good probability of success. There was general agreement that it was not desirable to add more "failure" to the experience of inmates.

- Offer the widest possible course-of-study options to participants, together with academic and personal counseling to assist in the development of achievable study programs meeting the needs and interests of participants.

- Eliminate those having substantially no success with the program early; perhaps after the first term (or equivalent period). This is not intended to preclude consideration of special circumstances, or the possibility of a "second-chance"

based on demonstrable signs that success is more likely. Rather, it avoids prolonging the "failure" experience for the participant in question, and helps maintain morale for the whole program.

- In line with the last point, insist on regular attendance at classes, etc.

- Eliminate unnecessarily technical required courses. (In this case, the course in Cataloging, which is not considered essential for a media technician.)

- Hire an "ex-offender" counselor right from the beginning.

- Assure that adequate provision is made for material and logistical needs of participants. Such features as a halfway house, and/or a sliding stipend scale predicated on individual need can be considered in this regard.

- Seek maximal communication and coordination with other corrections-related programs in the area.

- Seriously consider ways in which participant might be involved in program development and operation.

CONCLUSION

To the limited extent possible at this early date, the EMT program at Burlington County College can be said to have been successful in achieving the "minimal" goal set for it. As of this writing, the recidivism rate for the correctional participants is approximately 10%. While it is too early to establish this as the final figure, it still represents a marked improvement over the 80% rate prevailing elsewhere. Given the several major problems encountered, particularly with regard to curriculum and finances, the program represents an encouraging and hopeful experience, with much to offer those who will be continuing with the much-needed attack on wasted lives and resources constituting the recidivism problem.

Finally, the experiences, both successes and failures, described in this evaluation, and detailed with the program reports and proposals, might prove worthy of review by others in education not necessarily working in corrections-related areas. As has proved true in many earlier programs addressing other disadvantaged populations, often the experience gained in coping with "extremes" of the human condition apply with equal relevance, if less urgency, to the general case.

A PRELIMINARY PROPOSAL

FOR A

CORRECTIONAL REHABILITATION PROGRAM

THROUGH HIGHER EDUCATION

Submitted by

BURLINGTON COUNTY COLLEGE

PEMBERTON, NEW JERSEY 08068

17 January 1974

Burlington County College has involved inmates in a series of educational programs since the College opened in 1969 with the purpose of rehabilitation through higher education. These programs have grown individually and experienced considerable success. However, the staff members involved in the various programs believe that they can be made more effective if they are viewed together and organized as a series of steps in the rehabilitation process.

The essential component programs are as follows:

1. A Right to Read program which combines a college level reading and social science course for 6 credits at 3 locations.
2. A broad program of regular college courses offered in Bordentown Reformatory.
3. A part-time school release program in the evenings for inmates from two reformatory honor camps.
4. A full-time school release program in media and library technology from one of the honor camps.

At present these programs do not allow participant's involvement in the educational programs to parallel his movement from incarceration to release. Currently, inmates at the Bordentown Reformatory may take the Right to Read program and/or a part- or full-time college program. Inmates in the satellite camp at New Lisbon may take the Right to Read program, be released part-time in the evening to the college or full-time for the Media-Library Technology program during the day. We propose that

the rehabilitation process through higher education by a 3-stage process in which the participant can move from incarceration to school release to parole. The first step would be broad vocational and psychological testing and interviewing of the inmate to develop an individual profile. The inmate would then be selected for the Right to Read program or to take individual courses within the institution.

From this group would be selected for school release those who demonstrate from their involvement in Stage I their academic ability and their personal and social growth through higher education. The main purpose of this stage is to provide a controlled opportunity for the participant to test his new social and academic skills in a college environment. It has been our experience with existing programs that inmates as a group can and do benefit from higher education largely because it opens up for them a new environment in which they experience self-discovery and the opportunity to develop new social and academic skills. In this 2nd stage the most successful of the participants from Stage I would be selected for full-time school release. At present the only full-time school release program ties the inmate to a career program in media and library technology. This, or any other single curriculum, severely limits the potential of a full-time release program to serve as a culmination of an inmate's involvement in higher education while incarcerated. The solution to this problem is an open curriculum full-time school release program. Most of the costs of this portion of the program could be defrayed by the inmate working a part-time job at the college.

The third stage of the program begins when an inmate is paroled. He could continue his education at this point in three ways: Part-time while holding a job or as a co-op student working and studying in alternate terms, or as a full-time student with a mix of financial aid from several sources. The point of release is, of course, a crucial problem in the corrections process and a key to this or any other rehabilitation program. The main thrust of the first two stages of the program is to help the inmate discover an alternative environment and line of personal development to that which originally placed him in a correctional institution. On release the participant needs to establish himself near the college, maintain himself financially, and most important, resume day to day responsibility for himself. Our experience has been that the problems associated with release can be overcome by personal counseling prior to and after release, with assistance in finding jobs and housing, and finally with financial aid. The flat $200 per month stipend paid to participants in the Educational Media Technology program has proven to be less than ideal in dealing with the problem of financial aid. We feel that a financial aid system which explores all possible sources of funding on an individual basis is the best solution. However, sources such as the veterans' benefits, rehabilitation funds, and student loans are often inadequate and we propose that a flexible maintenance budget be established to meet financial needs with loans and grants. This fund would be administered by the program staff, the college financial aid officer and an outside official -- perhaps an official of a local bank. The proposed three-year budget includes maintenance funds for 10-15 participants and

salaries for the director, a coordinator, and a secretary. A detailed budget and a list of program components for the three stages follows this overview.

	STAGE 1	STAGE 2	STAGE 3
Status of Participant:	Incarcerated	School Release	Parole
Program Involvement:	Right to Read or Full-time or Part-time	Full-time on campus Part-time on campus	Full-time student Part-time student Co-op Ed student
Costs:	Tuition Books Testing and profile development	Transportation Tuition Books Daily expense	Housing Transportation Tuition Books Maintenance
Sources of Income:	Inmate Manpower Rehab VA Proposed maintenance fund	Inmate Manpower Rehab VA EOF Work/study job Proposed maintenance fund	Inmate Manpower Rehab VA EOF Work/study or other Part-time job Co-op Ed job Student loan Scholarship Proposed maintenance fund
Services:	Broad-based testing Profile Orientation Program prescription	Personal counseling Program advisement Job placement	Personal counseling Program advisement Job placement Housing placement Financial counseling
Selection Committee:	Director Coordinator Right to Read coordinator Educational Director of Institution Faculty member Inmate representative	Director Coordinator Right to Read coordinator Educational Director of Institution Faculty member Inmate representative	Director Coordinator Right to Read coordinator Educational Director of Institution Faculty member Participant

	STAGE 1 Incarcerated	STAGE 2 School Release	STAGE 3 Parole
Corrections System Involvement:	Classification committee recommendation Education director	Classification committee (work-release eligibility) Educational officer approval	District parole office
College Staff Involved:	Right to Read coordinator Assistant Dean for Continuing Education Director Instructors Coordinator	Right to Read coordinator Assistant Dean for Continuing Education Director Instructors Coordinator Financial Aid Officer	Right to Read coordinator Assistant Dean for Continuing Education Director Instructors Coordinator Financial Aid Officer Co-op Ed Director

BUDGET

	1974/75	1975/76	1976/77	
Director	$14,559	$15,723	$17,223	
Coordinator/Salary	9,600	10,368	11,368	
Secretary	5,000	5,500	6,500	
Educational Media Technician	6,330	7,000	8,000	
Fringe Benefits (15% of salaries)	5,323	5,788	6,463	
Local Travel	2,000	2,500	2,500	
Conferences and Meetings	1,000	1,500	1,500	
Communications	450	500	500	
Printing	500	500	1,000	
Publicity	500	250	250	
Office Supplies	350	350	350	
Instructional Materials	1,000	1,500	2,000	
Maintenance Fund	84,000	84,000	84,000	
Total Direct Costs	130,612	135,479	141,654	
Administrative Costs (Indirect Costs @ 8%)	10,448	10,838	11,332	
Total Program Costs				
First Year	$141,060			
Second Year		$146,317		
Third Year			$152,986	
Total for Three Years				$440,363

A PROPOSAL

FOR THE SALE OF

NEW JERSEY INMATE WORKS OF ART

Submitted by Donald A. Betts

This proposal is to create a structure to market inmate art through various outlets in the community. There is considerable artistic talent among inmates and the demand for original works of art is high. What is required for this potential source of supply to meet the demand, is a marketing structure and an individual such as myself who knows the art market, methods of framing and presentation, and who is in a position to deal effectively both with inmate artists and the art buying public.

I feel that the relationship between myself and the inmate artist should be a straightforward business arrangement, on the following terms. First, the inmate would consign to me a piece of work at an agreed-upon price. The piece would be placed on sale at one of my own outlets or re-consigned to another dealer, depending on where the piece would sell best. The inmate would have to agree to leave the piece on display for a minimum of thirteen weeks.

When a piece is sold, ten percent less sales tax would come off the top to be placed in a materials fund to be used to help needy inmates obtain supplies. If the piece has been sold through another dealer, he will take his percentage first unless otherwise agreed between the dealer and myself. I believe, however, that most dealers are charitable enough to allow the 10% for the materials fund to be deducted first.

The balance after deduction of the materials fund and sales commissions to other dealers would be broken down as follows: thirty percent would be taken by me to cover the normal costs of doing business, my commission, as well as the labor involved in framing, spraying, and other finishing expenses. This 30% does not cover the cost of framing and finishing materials which would be charged to the materials fund or the inmate.

I would also charge an additional 10% to cover the special costs of operating a program of this type. There will be considerable extra administrative time required to operate the materials fund, solicit donations, and conduct publicity. In addition, there will be extra expense in transporting pieces from the institutions and returning unsold items.

The remaining 50% would go to the inmate which I feel is fair considering he needs only to produce the piece. He will not even have to go to the store to purchase supplies. When he is released he will be able to go on his own and raise his share to as much as 75%, although I hope he would stay with our gallery at a consignment fee of approximately 20%.

This distribution is, I believe, fair to all parties, although it is certainly open to additions and changes. It provides the inmate with access to a market he would not otherwise have and provides me sufficient potential income from the program to establish it on a money making basis fairly quickly. The following sections discuss my ideas for the materials fund, outlets and facilities, the demand for inmate art and for advertising and publicity.

MATERIALS FUND AND DONATIONS

The Materials Fund will consist of a 10% initial deduction which will be used to buy art supplies for inmates who show artistic ability but who have no funds to get started. This fund is central to the success of the program because it is necessary to assure the quantity and the quality of art works produced by the inmates. Any inmate-artist having sufficient funds after a reasonable canteen should not be eligible for this fund. Because the money from the sale of art works which the inmate received would go into his account, some safeguard must be set up to protect the program from an inmate emptying his account by sending money home, thus making himself unfairly eligible for free supplies.

Because it is expensive to obtain supplies in small quantities and on an individual basis, it would be advantageous to purchase supplies on a bulk basis. Also I feel confident that donations and extra discounts can be obtained from stores, distributors and manufacturers as soon as the program is legally established. I would consider operation of the materials fund and obtaining the supplies at the lowest prices possible as part of my administrative duties in the program.

OUTLETS AND FACILITIES

In the past months I have located many commission free outlets such as banks, business buildings, libraries, public buildings and schools, as well as individuals who are interested in purchasing inmate produced works of art. In addition, I have developed contacts with other dealers who have an interest in, and a market for, the work done by inmates. This last group will make room for inmate art on a consignment basis, but will, of course, charge a commission on anything they sell.

I, myself, have a store in New Egypt and a potential outlet in Pemberton, both of which I could turn into full time galleries for showings and sales of inmate art works. I already have an office and a workshop in my home. The workshop is fully equipped to handle miscellaneous tasks such as framing, polishing, welding and firing of ceramics.

DEMAND

The demand for good original art is very high today. Prices of all quality works of art have risen steeply in the past few years, making works of art an attractive investment. Inmate art, it should be pointed out, has a special attraction in itself which will compensate for any lack of aesthetic quality in some pieces. Just the fact that a piece was produced in jail will enhance its interest and market value.

This market situation has been brought about by the fact that there are more people looking to buy good original works of art that are being produced. There are large numbers of empty walls in apartment buildings, business buildings, homes, and public places which can be made distinctive by the addition of original works of art as opposed to prints and mass produced decorations.

In short, the demand exists, and the inmate artist can help meet that demand with a program such as this to market his work.

ADVERTISING AND PUBLICITY

Many people are increasingly sympathetic to the inmates of all institutions from old people's homes to prisons, particularly if the inmates are involved in a self help program. Just as they were particularly willing to help me out by purchasing my work, in part because I was an ex-offender, they will be willing to spend money to help other inmates. It is also true that people are much more willing to contribute to a cause if they receive something attractive and substantial in return.

To acquaint potentially interested individuals with the program there will be an initial press release accompanied by photographs of representative inmate works of art. At the same time it would be good to hold a special show of inmate art if a suitable location and sufficient pieces can be obtained initially. Some print advertising aimed at collectors might be used as well as public service spots on radio and television. In the long run, our best advertising will probably come from cards accompanying all pieces exhibited, telling the location of the main gallery and the purposes of the program. This appraoch should be most effective in public buildings.

LIST OF CONTACTS AND ACTIVITIES

JAMES MEYERS, SPECIAL ASSISTANT FOR THE
EDUCATIONAL MEDIA TECHNOLOGY PROGRAM

1) New Jersey Rehabilitation Commission

Contact with the Burlington County Office resulted in supplemental funding for living expenses, transportation, and book fees. Attempts were made to have Lief Knudsen, Director of Institutional Rehabilitation, certify all men anticipating college involvement before their release from the institution.

2) New Jersey Student Loan Office

Ray Toscano, Director, was instrumental in obtaining guaranteed student loans for some students. Since the initial contacts a deficit of 52 million dollars has made this area of funding somewhat difficult to obtain.

3) New Jersey Educational Opportunity Fund

This area of funding was made available to very few students due to the selection methods used by the agency. Their selection of recipients is done bi-annually and would not actually be of much benefit due to our constant flow of students.

4) New Jersey Department of Higher Education

Mr. Robert Miller, Director of Personnel, was a very valuable contact in many varied areas. His contacts throughout the state in higher education became my contacts. In dealings with state colleges and education related state offices his assistance was invaluable.

5) Burlington County Drug Abuse Agency

To be utilized when specialized treatment might be needed. A member of their residents attend Burlington County College and at times we have referred students to them for assistance.

6) U. S. Department of Defense

Contact with this department resulted in jobs for two BCC students. Their positions, due to their own merit and ability, may turn into well paid prestigious employment.

7) New Jersey Reformatory, Bordentown

Dr. Mintz and J. G. Call have always been very cooperative in assisting Burlington County College personnel. My attempts were aimed at keeping this rapport. Mr. Raymond, college coordinator, was responsible for many students obtaining physical education credits through participation in the institutional programs.

8) New Jersey Reformatory, Yardville

Involvement with this institution consisted mainly of assisting men upon release to find their way into the academic atmosphere of BCC.

9) New Jersey Association on Corrections

Contact resulted in a nomination to the Board of Directors. This organization's main aims are penal reform and the revision of parole regulations and standards.

10) Burlington County Probation Department

Communications with this agency resulted in an alternative to incarceration for one student. Hopefully, in the future we will afford this same alternative to more of their clients.

11) Middlesex County Probation Department

Same as number 10.

12) New Jersey Division of Corrections and Parole

Involvement with this agency and its Director resulted in continued cooperation and endorsement of proposals submitted by Burlington County College for the agency's approval.

13) District #6 Parole, Trenton

Attempts to assist in parole plans and the revision of parole plans. Handling of the parole problems of the ex-offender.

14) District #3 Parole, Red Bank

Same as number 13.

15) District #4 Parole, West Orange

Same as number 13.

16) Morrow Project

Investigation of their halfway house facilities for ex-offenders and their participation in the granting of small business loans for ex-offenders.

17) S.L.E.P.A.

Mr. Randy Schaffer, project coordinator for Manpower Job Bank, put me in touch with their employment counselors in Camden, Trenton, and Asbury Park.

18) Rutgers University

Mr. Walter Quarrels, Counsel to the President, assisted in gaining admission to the University for one student. He will also be responsible for arranging EOF financial support for any graduate gaining admission to Rutgers University.

19) New Jersey Neuro Psychiatric Institute

Attendance at seminars sponsored by NJNPI on Behavior Modification at New Lisbon.

20) U. S. Reformatory for Women

Mr. Wright and I traveled to Alderson, West Virginia, to meet with representatives from Ball University and the U.S. Reformatory to explain our correction-related program.

21) EDPA Institute

Attendance and participation in the EDPA Institute held at Burlington County College.

22) AAJC Convention

Attendance of annual convention in Washington, D. C.

23) N. J. United Baptist Churches

Mr. Hartrack, Director, Mr. Wright and I discussed the possibility of speaking to the congregations of this organization to inform them of what is happening in correctional education and to enlist their support.

24) Cellblock Theatre

Enlisted their services in the event of ex-offenders interested in that particular field.

25) Garden State School District

Various meetings with representatives from this agency. At this time they are still in the formulation stages of their state-wide master plan.

26) Stockton State College

Discussed possibilities of funding sources for graduates of Burlington County College.

27) Burlington County Police Academy

Mr. Wright and I held a discussion on the Personality of the Offender.

28) Governor's Council on Cooperative Education

Rutgers, New Brunswick

EDUCATIONAL MEDIA TECHNOLOGY (AAS)

GENERAL EDUCATION REQUIREMENTS

Communications	6
Humanities	3
Social Sciences SSC 101, 102	6
Mathematics/Science	Satisfied by curriculum
Health or Physical Education	2
	17

FIRST YEAR

Basic Instructional Media EMT 101	3
Introduction to Library Services EMT 105	3
Instructional Media Production EMT 102	3
Audio and Video Techniques EMT 201	3
Media Center Technical Processes EMT 205	3
Typewriting I SEC 101	3
Basic Photography PHO 101	3
Elective	3
	24

SECOND YEAR

Survey of Electronics ELE 100*	3
Problems of Media Center Organization EMT 220	3
Media Technician Internship EMT 224	4
Library Practice Internship EMT 225	4
Introduction to Education EDU 201	3
Elective	3
Elective	3
	23

* Replaces ELE 101

LIBRARY TECHNICAL ASSISTANT

DIPLOMA PROGRAM

General Education Requirements		Credits
* Communications	ENG 101	3
* Humanities		3
* Social Science		3
		9

Major and Related Courses

* Introduction to Library Services	EMT 105	3
* Basic Instructional Media	EMT 101	3
* Typewriting I	SEC 101	3
* Introduction to Data Processing	EDP 101	3
* Children's Literature	ENG 215	3
Introduction to Education	EDU 201	3
Media Center Technical Processes	EMT 205	3
Problems of Media Center Organization	EMT 220	3
Library Practice Internship	EMT 225	4
Child or Adolescent Psychology	PSY 251 or PSY 252	3
		31

Total 40

* Courses are listed roughly in the order they should be taken, but courses with an asterisk have no prerequisites and are recommended as starting courses.